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ABSTRACT

In response to the New Jersey Supreme Court ruling in Robinson v. Cahill, New Jersey has legislated a definition, a funding formula, and a governance structure for the "thorough and efficient" (T & E) system of education called for in the state constitution. The state board of education refined these laws into an administrative code that must be followed by all local boards of education in the state. This document provides materials that may be used by local boards as an aid in conforming to these new regulations. Among these materials is a report on T & E and the school board's role in curriculum written by Glenn H. Tecker. Appendices to the Tecker paper include a reprint of a general discussion of the effect of T & E on school boards as presented in "Update," a publication of the New Jersey School Boards Association. (PGD)

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ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

PRESENTED BY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NEW JERSEY SCHOOL BOARDS ASSOCIATION

RESEARCH FOR BETTER SCHOOLS, INC.

EA 010 814

December, 1976

T&E – SIX STAGES IN THE PROCESS

- PLANNING AND CONDUCTING A GOAL SETTING PROCESS WITH COMMUNITY INVOLVEMENT
- PLANNING AND CONDUCTING AN OBJECTIVES/GOAL INDICATORS AND STANDARDS SETTING PROCESS
- PLANNING AND CONDUCTING A NEEDS IDENTIFICATION PROCESS BY ASSESSING WHERE PUPILS ARE AT PRESENT IN RELATION TO THE OBJECTIVES/GOAL INDICATORS AND STANDARDS
- ESTABLISHING EDUCATIONAL PROGRAMS TO ACHIEVE OBJECTIVES
- MEASURING THE EFFECTIVENESS OF THE EDUCATIONAL PROGRAMS IN ACHIEVING THOSE OBJECTIVES AND MAKING CHANGES AS NEEDED
- BUDGETING ANNUALLY FOR THE EDUCATIONAL PLAN AND PROGRAM

T&E – CUSTOMIZED APPROACH

Phase 1 UNDERSTANDING THE LEGISLATION

Phase 2 MAKING LOCAL DISTRICT ASSUMPTIONS

Phase 3 PLANNING THE TOTAL PROCESS

Phase 4 PREPARING A MANAGEMENT PLAN OF OPERATION

Phase 5 DEVELOPING A CHECKLIST OF KEY EVENTS CALENDARIZED

Phase 6 INVOLVING THE COMMUNITY

Phase 7 MAKING COMMITTEE ASSIGNMENTS

Phase 8 IMPLEMENTING THE PROCESS

Phase 9 MONITORING AND EVALUATING

Phase 10 BUDGETING AND APPROVAL

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA. 19103 / 215 561-4100

LETTER OF TRANSMITTAL

This manual on the "Roles and Responsibilities of Boards of Education relative to Thorough and Efficient Legislation" has been prepared by Research for Better Schools, Incorporated, (RBS), under the auspices of the New Jersey School Boards Association. Significant research and development underpins the material presented herein, which is in keeping with the research and development mission of the laboratory as it seeks to assist education in the improvement of instruction provided to children and adults.

Through the theme of "roles and responsibilities", this manual addresses itself to a series of salient topics, important to the completion of the Thorough and Efficient process:

- The history and highlights of the process.
- The major steps in the process.
- The basic assumptions about the process.
- The customizing of local districts' considerations for the process.
- The involvement of the community in the process.
- The development of community goals for the process.
- The pitfalls and problems intrinsic to the process

We hope that the manual will assist Board members to better understand the T&E process and to become meaningfully involved in this milestone in New Jersey education.

RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for inclusion in this manual; including, but not limited to:

- The New Jersey Department of Education, RP&E Division.
- The Educational Improvement Centers.
- The New Jersey County Offices of Education (six counties assisted directly).
- The local school districts (twelve districts assisted directly).

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Assistant Director, Inservice Education, New Jersey School Boards Association, who contributed greatly to the contents of this manual. It was through their direction, guidance and counsel, that this manual became a reality.

In closing this letter, we move forward to the consideration of the manual's contents. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help Board members implement their roles in the T&E Process.

Submitted by

Dr. James I. Mason
Director of Marketing
Research for Better Schools, Inc.

NEW JERSEY SCHOOL BOARDS ASSOCIATION

THOROUGH AND EFFICIENT WORKSHOP

1976

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ROLES AND RESPONSIBILITIES
OF
BOARD OF EDUCATION
RELATIVE TO
THOROUGH AND EFFICIENT LEGISLATION

WORKSHOP PROGRAM

Prepared by
New Jersey School Boards Association
and
Research for Better Schools, Inc.

December, 1976

NEW JERSEY SCHOOL BOARDS ASSOCIATION

THOROUGH AND EFFICIENT WORKSHOP

1976

Time	Activity	Personnel
7:30 p.m.	Introduction and Setting	NJSBA - Staff Member
7:45 p.m.	T&E Today	J. I. Mason

- History and Highlights
- Six Stages in the T&E Process
- Ten Assumptions about the T&E Process
- Four Local Considerations for Customizing the T&E Process
- Eleven Planning Questions

8:20 p.m. — T&E Roles and Responsibilities — J. I. Mason

- Analysis of the Roles and Responsibilities of Boards of Education
- Abstract of Administrative Code and Requirements for Decision Making Purposes
- Annual Calendar of T&E Events for Board Members

8:50 p.m. — T&E Community Involvement Procedure — H. Hanley

- Community Profile
  - -- T&E Contextual Information Committee
  - -- Community Contextual Information

Time	Activity	Personnel
	- Educational Contextual Information	
	- Sources of Contextual - Information	
	- Local Community Assumptions	
	o Community Goal Development	H. Hanley
	- Customizing Goal Development	
	- Modelog Chart of Goal Development Techniques	
	- Characteristics of Four Goal Development Models	
	- Individualized Community Involvement Process	
9:15 p.m.....	Summary.....	J. I. Mason
	o Pitfalls and Problems	
	o T&E in the Future	

ROLES AND RESPONSIBILITIES
OF
BOARDS OF EDUCATION
RELATIVE TO
THOROUGH AND EFFICIENT LEGISLATION

MODULE I

- Six Stages in the T&E Process
- Ten Assumptions About the T&E Process
- Four Local Considerations for Customizing the T&E Process
- Eleven Planning Questions
- T&E And the Boards Role in Curriculum by Glenn H. Tecker

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T&E -- SIX STAGES IN THE PROCESS

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T&E ASSUMPTIONS

The ten assumptions to follow may well be the most important considerations presented. They have been abstracted directly from the "T&E Primer for School Improvement in New Jersey, Department of Education, State of New Jersey. March 1976".

Only three modifications have been made: (1) The material has been reformatted for discussion purposes, (2) The commentary about the "Secondary School Approval Process" has been formatted as the tenth assumption, and (3) The title has been revised to consider these "Principles of Chapter 212" as 'Assumptions'-- in as much as changes and modifications to the interpretations of the legislation and the administrative code are still taking place.

- Local Autonomy Protected:
  - Autonomy in the running of local schools is enhanced by Chapter 212 and by the plan for implementing it.
  - The local district sets its own goals, objectives, and standards for improvement.
  - Nothing in T&E demands any particular curriculum, mode of teacher training or system of evaluation.
- Implemented Over Time:
  - T&E is a long-range improvement effort and districts may move through it at different rates.
  - The plan for local school districts will recognize the sequential nature of the various components.
  - As described later, a well-paced, serious systematic effort at goal setting will be developed, followed by needs determination, and program planning, implementation and evaluation.
  - In addition, programs may be introduced at different points in time and may have different timelines to accomplish objectives.

- Recognizes Individuality of Districts as a Baseline for Improvement:
  - Districts vary widely not only in their educational needs, but in the resources and programs they require to meet needs.
  - Some districts are more advanced than others in their programs and planning.
  - Chapter 212 does not expect, in fact would discourage, every district from having precisely the same programs because community and student needs differ. It does expect districts, however, to move through a process which targets the meeting of their needs in an organized way.

- Does Not Necessarily Eliminate Present School Programs:
  - It will take several years for the process envisioned by Chapter 212 to be completely operational.
  - While gearing up to implement Chapter 212, schools may continue existing educational programs introduced to achieve school improvement.
  - When evaluation evidence supports the utility of these programs, continued use will be encouraged.
  - As new needs are identified, or as evidence of limited effectiveness is found, districts will develop or identify new and better programs.

- Makes Information and Technical Assistance Available to Districts at Every Step Along the Way:
  - The State Department of Education recognizes that local districts themselves are in the best position to bring about school improvements.
  - But it does not expect them to do so completely alone.

- The experience and knowledge of New Jersey's school districts, the County Offices, Educational Improvement Centers, the State Department's dissemination and diffusion network and the tie-in to the national network from which successful programs and processes from the rest of the country can be obtained, will be organized for ready access by districts.
- From these resources local districts may request general or specific information, materials, technical training and technical assistance to help plan and implement efficiently each step in the T&E process.

- Nothing in T&E to Reduce Breadth of Program to Meet Individual Student Needs:
  - Differences of pupils in ability, interest, achievement, personality and culture continue to demand individualization in educational programs.
  - Attention is not to be directed away from students with special education, bilingual needs or educational disadvantages.
  - Guidance and counseling services are required.

- Priority Attention to Achievement in Basic Communication and Computational Skills:
  - By Law (Article 11, Chapter 212), verbal and computational skills are singled out for priority by all districts and all schools of the State.
  - In so doing, the Legislature has affirmed its belief that these skills are basic to all learning and to later success as adults.

(continued)

- Nothing in T&E Which Restricts Goals, Objectives or Educational Programs to Cognitive Achievement Only:
  - While the law is specific in assigning high priority to achievement in verbal and computational skills, local districts must specify additional goals consistent with the intent of State goals and may add additional goals to reflect community aspirations.

- Assessment Methods Not Restricted to Standardized Tests
  - Local districts may select their own means of measuring achievement or progress in ways they can justify as being valid, reliable and practical.
  - "Procedures for such assessment shall include but not be limited to interviews and informal/formal evaluation techniques, cumulative pupil records, local and state test results and medical examinations (Title 6, N.J.A.C. 6:8-1 et seq.)."

- Secondary School Approval Process
  - Most school districts in New Jersey are familiar with a secondary school approval process in which they participate every ten years, using a process which includes comprehensive self-evaluation.
  - Chapter 212 carries this process to its logical conclusion by emphasizing the need to develop and implement plans for improvement where needs are disclosed and reducing the time cycle to five years.
  - In lieu of the previous process of intensively gearing up for the self-evaluation and producing the required report in preparation for the State and County visitation, the continuing assessment, planning and evaluation cycle of T&E should produce a better paced effort at the school district level.

CUSTOMIZING
DISTRICT CONSIDERATIONS
THOROUGH AND EFFICIENT LEGISLATION

Local Considerations:

1. The first consideration is Understanding the legislation and its requirements

   - This will provide direction -- next steps
   - This will establish the scope and parameters of your task
   - This will differentiate fact from fiction

2. The second consideration is Planning

   - This will include district setting, history, environment, personnel
   - This will include the drafting of assumptions for the undertaking
   - This will include research into models, methods, techniques, strategies, etc., Available MODELOG is excellent

3. The third consideration is the development of a Delivery System

   - This will include the development of a management strategy
   - This will involve information from the "Understanding" and "Planning" phases
   - This will require special attention to the involvement process -- community
   - This will include a step-by-step action plan -- calendar

4. The fourth consideration will lead you to the realization that what you need is a Customized Approach

   - That recognizes the individuality of each community
   - That views the goal setting process in relation to the total task at hand
   - That uses a variety of approaches, woven into a district plan of operation
   - That obtains technical assistance when and where needed
   - That evolves into an on-going enterprise

PLANNING QUESTIONS...FIRST STEPS

Checklist

Question #1 Have you obtained all of the T&E documents? ☐

Timetable:_____

Responsibility_____

Question #2 Has a T&E coordinator been appointed for the school or district? ☐

Timetable:_____

Responsibility_____

Question #3 Have you (superintendent) and the T&E coordinator analyzed the various T&E documents? ☐

Timetable:_____

Responsibility_____

Question #4 Have you made administrative and staff assignments? ☐

Timetable:_____

Responsibility_____

Question #5 Have you prepared an action plan with the essential key events? ☐

Timetable:_____

Responsibility_____

Question #6 Has the Board of Education been through T&E orientation or awareness session? ☐

Timetable:_____

Responsibility_____

Checklist

Question #7 Has the Board of Education passed a resolution to proceed with the T&E process? ☐

Timetable: _____

Responsibility: _____

Question #8 Have you developed a community profile -- demographic data? ☐

Timetable: _____

Responsibility: _____

Question #9 Have you (Board of Education-Superintendent) decided on community involvement procedure or plan of action? ☐

Timetable: _____

Responsibility: _____

Question #10 Have you developed a staff-time-cost analysis for the T&E implementation process? ☐

Timetable: _____

Responsibility: _____

Question #11 Have you considered the potential pitfalls and problems -- and taken appropriate actions? ☐

Timetable: _____

Responsibility: _____

"T & E" AND

THE BOARDS ROLE IN CURRICULUM

By Glenn H. Tecker

INTRODUCTION

A board of education has three fundamental responsibilities:

1. To approve what is to be taught.

2. To make sure that what is supposed to be taught is being learned.

3. To insure that the resources needed for learning are available and being used efficiently.

In years past a board of education's role in curriculum and instruction[1] has often been vague and unsystematic. The New Jersey Constitution requires that "the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children between the ages of 5 and 18". In the often referred to Robinson v. Cahill decision, the New Jersey Supreme Court ordered the State of New Jersey to define, fund, and insure the provision of a "thorough and efficient system". The Public Education Act of 1975 (Chapter 212) provides a definition, a funding formula and a governance structure for a "thorough and efficient system" of education. In response to this charge from the Legislature, the New Jersey State Board of Education developed and adopted Administrative Code regulations which further specify the definition, the funding procedures, and the respective responsibilities of the state, the local board, and the district staff (see Figure 1). The "T & E" Administrative Code can provide substance and order to the board of education's role in curriculum.

THE "T & E" CODE

The "T & E" Code sets out a process for educational decision-making premised upon a "partnership" between the State and local boards of education. This decision-making process begins with the board of education, is carried out under the board of education's authority, results in a decision by the board of education and continually recycles. In the decision-making process districts are required to make plans, carry out those plans, collect information, and make judgments. The planning process required by the Code, designed to assure the State that its constitutional obligation is being fulfilled in each district, has five basic steps:

[1]"curriculum" is the content being taught, "instruction" is the teaching method.

(1875) N.J. CONSTITUTION: *"the legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children...."*

(4/73) SUPREME COURT

Robinson vs. Cahill

- define T & E
- fund T & E
- insure T & E

(9/75) LEGISLATURE

Chapter 212

- defines T & E
- governance system for T & E
- funding formula for T & E

(1/76) DEPARTMENT OF EDUCATION - ADMINISTRATIVE CODE: NJAC: 6:8

State's Responsibilities	District's Responsibilities
monitor: county offices	educational plan
assist: EIC's	educational program
correct: commissioner	

1. Setting district and school goals.

2. Setting district and school objectives and standards.

3. Identifying and assessing needs.

4. Developing educational programs.

5. Evaluating programs and progress.

This planning process is how curriculum is developed, instruction is guided, results are evaluated, and continuous improvement is sought.

ROLES IN THE DECISION-MAKING PROCESS

Whether the district is engaged in identifying a need, developing a plan, implementing a plan, evaluating results, or deciding what to do next the respective roles of the board of education, and its staff and the community they serve, remain basically consistent (see Figure 2). "Roles" are abstract and often "fuzzy". Many different actions can be involved in fulfilling one "role". Similarly, how you fulfill a "role" is often as important as whether its fulfilled. Common sense and a constructive demeanor go a long way in successfully fulfilling a "role". A board's interaction with its staff and community in those activities required in the "T & E" Code will differ from district to district depending upon the particular educational and organizational personality of a school system. Clearly, a most important ingredient in productively conducting the decision-making process is the relationship between the board of education and its chief executive officer.

THE BOARD AND ITS STAFF

It is the superintendent (or administrative principal) who serves as the link between the board of education and the district staff. This essential relationship is recognized in the "T & E" Code by direct references to the chief school administrator's responsibility to direct the staff in implementing the decisions of the board. The historical role of the chief school administrator as a "professional colleague" of other "teaching staff members"[1] has been significantly altered by the realities of mandated collective negotiations in New Jersey education. While the chief school administrator may desire to maintain the role of master teacher, the enactment of Public Laws 303 and 123 necessitate that the chief school administrator assume the manager's roles of supervisor, confidential agent to the board, and contract administrator. While the superintendent continues to function as the district's professional leader, it is essential that the superintendent's "seat on the board" be occupied by an individual functioning as a member of the board's team. As a member of that team, it will be primarily the superintendents responsibility to insure that the staff's role in curriculum development is real, proper, and productive.

[1] N.J.S.A. 18A:1-1 defines a "teaching staff member" as any employee required to hold an educational certification from the State Board of Examiners.

ROLES IN DECISION-MAKING

	BOARD	STAFF*	COMMUNITY
IDENTIFY NEED AND INITIATE ACTION	consult with staff direct staff authorize staff delegate to staff communicate to community and staff	advise the board recommend to board	advise the board or its representatives
DEVELOP A PLAN	revise the plan approve the plan communicate to community and staff	design the plan organize the participants consult with the board	participate in development react to the plan advise the board or its representatives
IMPLEMENT THE PLAN	monitor implementation support implementation	implement the plan supervise participants communicate progress to the board	participate in the activities react in the activities advise the board or its representatives
EVALUATE THE RESULTS	examine the results analyze the results consult with staff and community	research the question compile information interpret information recommend to the board	react to the evaluation advise the board or its representatives
DECIDE WHAT TO DO NEXT	consult with staff and community decide communicate to staff and community	assist the board support the board's decision	react to the decision advise the board or its representatives

*the superintendent is the link between the board and the staff

NOTE: "Roles" are abstract and often "fuzzy". Many actions can be involved in fulfilling one "role". Similarly, how you fulfill a "role" is often as important as whether you fulfill a "role". Common sense and a constructive demeanor go a long way in successfully fulfilling a "role".

THE BOARD AND ITS COMMUNITY

The board of education, whether elected or appointed, represents a community's educational aspirations, values, and interests. In the past, curriculum was, for the most part, formulated by educational professionals and interpreted to the community by educational professionals. Individual citizens possess varying degrees of knowledge and expertise pertaining to education. Nonetheless, most individuals do have some idea about what they believe the schools should be accomplishing. They can, therefore, constructively contribute to curriculum development. It is primarily the board of education's responsibility to insure that a broad spectrum of community perspectives becomes involved in the curriculum development process. Community involvement is important to a board of education that conscientiously seeks to remain responsive to the needs of the community which it serves and whose support it requires for future efforts.

Community involvement serves two basic purposes. First, it provides the board of education with a responsible reflection of community opinion about educational aspirations and progress. With this information the board has a better opportunity to make policy decisions responsive to the needs of the community and its students. Second, it provides the community with an opportunity to thoughtfully consider and discuss the purpose of education, thereby expanding their knowledge of and concern for the success of their schools. Community involvement in curriculum development does not abrogate the board of education's ultimate responsibilities of approving what is to be taught, making sure that what is supposed to be taught is being learned, and insuring that the resources needed for learning are available and used efficiently.

THE "T & E" PLANNING PROCESS

The five-part planning process for curriculum development embodied in the "T & E" Administrative Code sets forth specific steps which must be accomplished by the district as it proceeds through decision-making. (See Figure 3). Ultimately, it is the responsibility of the district board of education to assure and certify that these requirements are met.

In setting district and school goals, the district has the responsibility to:

(1) develop written educational goals, based on district educational needs and consistent with the intent of state educational goals, to serve as the basis for the educational program (curriculum) for each school;

(2) give public notice of the proposed goals or revisions of goals;

(3) hold a public meeting to provide an opportunity for comment on the goals.

In setting district and school objectives and standards, the district has the responsibility to:

(1) develop written educational objectives and standards for the educational program (curriculum) based upon district goals;

(2) develop the educational objectives and standards in consultation with teaching staff members working under the direction of the chief school administrator;

(3) establish reasonable pupil minimum proficiency levels in the basic communication and computational skills after consultation with the chief school administrator and teaching staff members.

In identifying and assessing needs, the district has the responsibility to:

(1) have pupil needs assessed by teaching staff members to determine attainment of educational objectives;

(2) include in assessment procedures teacher observations, parental or guardian interview, formal and informal evaluation techniques, cumulative pupil records, local and state testing results, and medical examination;

(3) assess district and school needs in order to determine the status of attainment of long and short-range objectives;

(4) assess each pupil upon entrance into the educational system and annually thereafter to identify the pupils not meeting minimum proficiency levels.

In developing educational programs the district has the responsibility to:

(1) develop the educational program (curriculum) for the district and each school in consultation with the teaching staff members working under the direction of the chief school administrator and to adopt those programs;

(2) insure that the district and school educational programs (curricula) conform to the requirements of N.J.A.C. 6:8-3.5.[1]

(3) establish remedial programs to assist pupils performing below the established levels of pupil proficiency in the basic areas of communication and computational skills;

[1] This section of the "T & E" Code specifies certain general requirements for all curricula.

FIGURE 3

THE "T & E" PLANNING PROCESS

I. SET DISTRICT AND SCHOOL GOALS

II. SET DISTRICT AND SCHOOL OBJECTIVES AND STANDARDS

- MINIMUM PUPIL PROFICIENCY LEVELS

III. IDENTIFY AND ASSESS NEEDS

IV. DEVELOP EDUCATIONAL PROGRAMS

- CURRICULUM
- INSTRUCTION

V. EVALUATE PROGRAMS AND PROGRESS

(4) include in remedial programs instruction and services to meet pupil needs;

(5) include in remedial programs on-going communication between teaching staff members and parents or guardians of pupils participating in remedial educational programs.

In evaluating programs and progress, the district has the responsibility to:

(1) develop and implement evaluation procedures to provide for the continuous and comprehensive review of pupil progress toward district goals and program objectives;

(2) have the evaluation conducted by teaching staff members working under the direction of the chief school administrator and include consultation with parents or guardians of pupils;

(3) insure that district evaluation results are reported by the chief school administrator to the district board of education at a public meeting;

(4) insure that remedial programs include procedures which measure pupil achievement related to remedial educational program objectives and standards and include evaluation of the effectiveness of remedial educational programs.

THE DEPARTMENT OF EDUCATION'S "T & E" RESPONSIBILITIES

The New Jersey Department of Education (the State Board and Commissioner of Education) has three primary responsibilities related to the "T & E" planning process. These functions are established in the "T & E" Code in response to the Department's obligations and authorities as signed into law in the "Public Education Act of 1975" (Chapter 212). First, the Department of Education will monitor the progress of school districts through the planning and decision-making process. It will be the role of the County Offices to monitor and notify school districts whether their progress is approved, conditionally approved, or unapproved. Second, the Department of Education will provide assistance to school districts in the development of plans and selections of program alternatives. It will be primarily the role of the Educational Improvement Centers to provide this assistance. Third, the Department of Education has both the power and responsibility to correct deficiencies by ordering the development of remedial plans in instances where a district has failed to provide the constitutionally required "thorough and efficient system". Districts failing to establish an acceptable remedial plan may be ordered by the Department of Education to implement a remedial program deemed necessary and appropriate by the State. To accomplish these responsibilities, the Department of Education will approve school district plans

and the budgets constructed to accomplish those plans. Additionally, the Department of Education will report periodically to the State Legislature on New Jersey's progress toward attainment and maintenance of the Constitutional mandate.

It is important to note that the "T & E" Code, which evolved through three years of study and deliberation, is still considered to be "evolutionary". The "T & E" decision-making process is being field tested in various districts throughout the State. The procedures specified in the "T & E" Code may yet undergo alteration if the practical experience of districts seeking to follow the rules indicate that further refinement is required. It is also important to recognize that complete and successful implementation of a "thorough and efficient system" depends, in large measure, on the availability of funds sufficient to support district and state operations as envisioned in the legislation and State Board rules.

A BOARD MEMBER'S ROLE

A "T & E" system requires the development of plans, the carrying out of those plans, and the evaluation of their success. In exercising their responsibility to insure that a "T & E" system is in operation in their school district, board of education members may find it useful to seek answers to some basic questions about their district's "T & E" activities. The dialogue between the board and its staff, which should occur as questions are asked and answered, should assist the board to become and remain knowledgeable and satisfied about its district's "T & E" efforts. These questions are by no means exhaustive or thoroughly comprehensive. They can, however, provide a useful point of departure for the board/staff interaction necessary for the board to fulfill its legal and representative obligations.

As the district is planning for setting district and school goals, the board could ask:

(1) How is the term "goal" being defined?

(2) Who will be involved in setting district and school goals?

(3) How will they be involved?

(4) When will the board be presented with tentative goals for study, public review, revision if required and approval?

(5) Are we in compliance with all state requirements?

As the district is planning for setting district and school objectives and standards the board could ask:

(1) How are the terms "objectives" and "standards" being defined?

(2) Will they be developed for individual students, grade levels, subject areas, etc.?

(3) How will objectives and standards be developed?

(4) Who will be involved?

(5) How are they related to the district and school goals?

(6) How will we pay special attention to establishing minimum pupil proficiency levels?

(7) How will we be able to tell if these objectives and standards are being met?

(8) When will tentative district and school objectives and standards be presented to the board for review, revision if required, and approval.

(9) Are we in compliance with all state requirements?

As the district is planning for identifying and assessing needs, the board could ask:

(1) How is the term "need" being defined?

(2) How will our needs be identified?

(3) Who will be involved?

(4) Will the assessment tell us if our district and school objectives and standards are being met?

(5) Will the assessment tell us our progress toward district and school goals?

(6) What will we do when we identify a need?

(7) Are we in compliance with all state requirements?

As the district is planning for developing educational programs, the board could ask:

(1) How is the term "educational program (curriculum)" being defined?

(2) How will the educational program be developed?

(3) Who will be involved?

(4) How will the educational program achieve district and school goals, objectives and standards?

(5) How will we know this has occurred?

(6) How are our identified needs being addressed?

(7) Will alternative programs be considered?

(8) Are these programs efficient ways of meeting our needs?

(9) Are we in compliance with all state requirements?

As the district is planning for evaluating programs and progress, the board could ask:

(1) How is the term "evaluation" being defined?

(2) How will we know if what was supposed to be done is what has been done?

(3) How will we know what district and school goals, objectives and standards we are satisfactorily achieving and which ones we are not satisfactorily achieving?

(4) How will we identify both strengths and needs?

(5) How will we know what to do to remedy needs?

(6) What will be done with the results of the evaluations?

(7) Are we in compliance with all state requirements?

CONCLUSION

New Jersey education in the second half of the 1970s is expected to be characterized by excitement and frustration. In the nation, in the state, and in local school districts, hard decisions will be required to responsibly balance continuing needs and limited resources. In New Jersey, social turmoil has historically focused to an extraordinary extent on education. Increasing public hostility to the high cost of government, fed by frustration with the failure of tax dollars to buy quick solutions to long-term problems, has produced a much-discussed "crisis in confidence." Teacher strikes, declining national test scores, and general disappointment with the "payoff" of much-heralded new educational approaches have had a sobering effect on the public's support of public education. In the midst of this social environment sit boards of education serving, at once, as representatives of their communities and authorities empowered by the State. It is within this context that boards of education will seek to accomplish their role in curriculum development.

"T & E" and the Boards Role in Curriculum

Because schools exist so that students may learn, and because this learning is embodied in a district's curriculum and instruction, the importance of good "boardsmanship" through those activities undertaken to provide a "thorough and efficient system of free public schools" cannot be overemphasized. Integrity, common sense, understanding, and a continuing desire to do the best job possible are fundamental to the kind of "boardsmanship" upon which the "public" in "public education" is founded.

APPENDICES

APPENDIX A: "T & E" AND BOARD POLICY

APPENDIX B: GLOSSARY OF "T & E" TERMS

APPENDIX C: CONTENTS OF THE "T & E" ADMINISTRATIVE CODE

APPENDIX D: STATE EDUCATIONAL GOALS

(APPENDIX A.)

"T & E" AND

BOARD POLICY

A board of education undertakes and fulfills its responsibility to "govern" primarily through the development and adoption of school district policy. The "T & E" Administrative Code explicitly requires that policy be established for several important areas of school district operation. In addition to these explicit requirements many other aspects of school operation addressed by the "T & E" Administrative Code have implicit in them the need for sound and properly authorized board policy.

A school board policy is a statement of a district's philosophy and goals for a specific topic. The statement should include what the policy is, its purpose, and who it will affect. A school district's administrative rules and procedures should be drafted, under the direction of the chief school administrator, to implement the philosophy and goals of a policy statement. They should indicate a method of evaluation and are subject to final approval by the board. Through this understanding and use of policy a board of education can establish and maintain effective, efficient and consistent direction of the school system for which it is legally responsible.

Reproduced here in its entirety is a comprehensive chart of school board policies related to topics covered by the "T & E" Administrative Code. This chart originally appeared in the NJSBA's monthly publication Policy Update.

How to translate those 'T&E' regs into school board policy

Complying with the state board of education's new "T&E" regulations starts with setting some good board policies. This special chart edition of New Jersey Update *gives you the who, what, why, when, where, and how to do just that.*

Generally speaking, what's "T&E" all about? By July 1, 1976, every New Jersey school board must be well on its way to developing a plan for using school resources in the most efficient manner possible in order to guarantee every school-aged child a thorough education. That's the word from the state board of education, the same group that last January adopted regulations (N.J.A.C. 6:8) spelling out just what the "thorough and efficient" education promised by the state constitution really means and how school boards can best go about fulfilling the pledge.

How does the state board of education define "T&E"? The constitutional requirement that the state's system of free public schools provide a "thorough and efficient" education means, says the state board, that school boards must strive "to provide all children in New Jersey, regardless of socio-economic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society."

What exactly does the state board say each local school board must do to implement "T&E" in its schools? Basically, each board annually must adopt an "educational plan" that looks five years into the future and projects the broad instructional goals toward which the board, staff, students, and community have agreed all school resources should be aimed. A plan of action for meeting those goals (which are to be consistent with state goals) must be outlined. In other words, each board should decide what particular combination of curricular, personnel, and support service programs (to name a few) is most likely to help students learn what everyone initially agreed they should. The "educational plan" also must include some way for the board to determine each year (1) whether or not the past year's programs actually moved students closer to attaining the instructional goals, and (2) whether or not the instructional goals are still what everyone wants.

What does all that have to do with school board policies? According to the regulations, the entire "educational plan" may, and in most instances must be expressed as written school board policies.

What policy areas are affected by the new regulations? Over one hundred in the EPS policy classification system. The regulations require school boards to adopt written policies in numerous areas. Elsewhere the regs tell school boards they will be held accountable for operating certain programs, and the need is implicit for policies that tell the administration what direction these programs should take. In still other areas, school boards simply are directed to follow certain procedures, include certain people in policy development, or take specific actions. Since the regulations have the weight of law, such requirements automatically become school board policy and should be incorporated into each board's broader statement on appropriate subjects.

What if a school board doesn't have policies in all the required areas? Each express, implicit, or "automatic" policy covered in the regulations is summarized in this chart and coded into the EPS policy classification system. If you don't have a policy in the code indicated, or your policy is inconsistent with the state requirements, you can ask the person responsible for coordinating policy development in your district to request sample policies from the EPS Policy Information Clearinghouse.

By when must all this be accomplished? It depends on how far along your board already is in developing written policies that comply with the planning process and express goals similar to those in the new regs. No district will be expected to be 100 percent in compliance when the regulations become effective July 1, 1976, but every district should be setting up a time schedule which says what will be done by when in order to bring it into compliance as quickly as possible. (School boards may look to county superintendents for help devising realistic time schedules.)

What if we don't accomplish all this? The state is empowered to take "corrective action." That means that the state education commissioner may require "remedial" plans from any district or school that fails, in any year, to make sufficient progress toward implementing an educational plan consistent with the "T&E" regs. Failure to submit or implement an acceptable remedial plan may be countered by the commissioner with required changes in the local budget or inservice training programs for district staff. If those actions do not result in an acceptable plan, the state board of education may prescribe a plan it believes will bring the district or school into compliance with all "T&E" requirements.

NEW JERSEY Update

New Jersey Update Volume 1 Number 9 March 1976 a service of NJSBA in agreement with EPS/NSBA

N.J.A.C. Reference	Requirement for Local District	EPS Descriptor	EPS Code Revised	EPS Code Original
6:8-3.1(a-c)	Each board annually must adopt a five-year educational plan for the district and each school within the district. The plan must include long-range goals for instructional and other major programs, short-range objectives for all programs, and a timetable for achieving both.	SCHOOL DISTRICT GOALS AND OBJECTIVES	AE	Use codes for goals in each section
6:8-3.1(d)	Each board's educational plan must include standards to evaluate whether or not goals and objectives are being met.	COMMITMENT TO ACCOMPLISHMENT and subcodes	AF	BCBL, CEI, CGI, GBI, GCI, GDI, and IJ
6:8-3.2(a)	As part of its educational plan, each board must adopt written educational goals consistent with state educational goals.	INSTRUCTIONAL GOALS	IA	IB
6:8-3.2(a-c)	Each board must consult with staff, students, and community in developing the policy establishing educational goals. Before adopting the educational goals policy, the board must give the public a chance to comment on the proposed goals. The same procedure used by the board to develop its educational goals policy shall be used every five years to review those goals.	PRELIMINARY DEVELOPMENT OF POLICIES	BFB	BDBB, BDBC, and BDBD
6:8-3.3(a)	The board must set written objectives which will lead to attainment of its educational goals. The objectives must be developed in consultation with teaching staff members.*	INSTRUCTIONAL PRIORITY OBJECTIVES	IAA	IB
6:8-3.4(a)	Teachers are responsible for administering tests and conducting other types of evaluations that will show how well the board's objectives are being met.	ACADEMIC ACHIEVEMENT	IK	IH
6:8-3.5(a)	The board annually must adopt an educational program consistent with its educational goals. The procedure the board uses in deciding what its educational program will be must involve the teaching staff.*	CURRICULUM ADOPTION	IFD	ICF
		CURRICULUM DEVELOPMENT	IF	IC
6:8-3.5(a)	The educational program adopted by the board must not be limited to a basic instructional program, but also must include library facilities, guidance, special education, bilingual education, compensatory education, career education, and opportunities for gifted children.	BASIC INSTRUCTIONAL PROGRAM	IGA	IDA
		SCHOOL LIBRARIES	IIBD	IFBD
		GUIDANCE PROGRAMS	IJ	IG
		PROGRAMS FOR HANDICAPPED CHILDREN	IGBA	IDDF
		BILINGUAL INSTRUCTION	IGBF	IDA
		PROGRAMS FOR DISADVANTAGED STUDENTS	IGBC	IDDA
		OCCUPATIONAL EDUCATION	IGAD	IDA
		PROGRAMS FOR GIFTED STUDENTS	IGBB	IDDD

*[Each board may wish to develop a separate policy indicating how staff will be involved in this and other board decisions required in the regs. (EPS file reference STAFF INVOLVEMENT IN DECISIONMAKING current code ABB, original code GAC)]

6:8-3.5(a)	The board must assure students that the educational program will be equally open to all.	EQUAL EDUCATIONAL OPPORTUNITIES	JB	JAA
6:8-3.5(a)	The educational program adopted by the board must be articulated among the district's own schools and with other districts to ensure greater learning opportunities.	RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS	LB	MD
6:8-3.6(a)	Teaching methods should foster positive feelings among students; make creative use of available methods, materials and equipment; involve students in both directed and self-directed activities; emphasize the interdisciplinary nature of knowledge; and give students a chance to study individual, school, and community problems.	TEACHING METHODS	INA	IKA
6:8-3.6(a)	Each board will try to make the educational program fit individual student needs through effective policies governing the assignment of students to schools and classes, as well as policies grouping students for instruction within classrooms.	ASSIGNMENT OF STUDENTS TO SCHOOLS ASSIGNMENT OF STUDENTS TO CLASSES GROUPING FOR INSTRUCTION	JECC JECD IHA	JBCCA JBCCB IEA
6:8-3.6(a)	Each board will make effective use of personnel, resources, and facilities of both the school and community in striving to reach its educational goals through its educational program.	PERSONNEL POLICIES GOALS INSTRUCTIONAL RESOURCES SUPPORT SERVICES GOALS COMMUNITY INSTRUCTIONAL RESOURCES	GA II EA KF	GAA IF EA KF
6:8-3.7(a)	Student progress toward educational goals must be assessed continuously by the teaching staff, who will use evaluation procedures each board must develop and implement. Each board annually will receive a report on student progress from its chief administrator.	ACADEMIC ACHIEVEMENT	IK	IH
6:8-3.8(a)	Each board must set minimum pupil proficiency levels in basic communication and computational skills which shall be used for promotion from grade to grade, as well as for graduation from high school. Teaching staff must be consulted before the proficiency levels are set by the board.*	PROMOTION AND RETENTION OF STUDENTS GRADUATION REQUIREMENTS	IKE IKF	IHE IHF
6:8-3.8(b)	Each board's testing program must provide for any student entering the district to be evaluated to see how he/she stands in relation to the proficiency levels, and it must provide for annual assessment of all students for the same purpose.	ASSIGNMENT OF STUDENTS TO CLASSES TESTING PROGRAMS	JECD IL	JBCCB II
6:8-3.8(c)	Each board must establish remedial education programs for students whose performance falls below the minimum proficiency levels. The board-approved remedial programs must include ongoing communication about student progress between teaching staff and the parents or guardians of the students in the program. Progress of students in the remedial program must be evaluated in terms of the program's own objectives. The remedial program also must include methods for its own evaluation.	REMEDIAL INSTRUCTION	IGBE	IDDB

N.J.A.C. Reference	Requirement for Local District	EPS Descriptor	EPS Code Revised	EPS Code Original
6:8-4.1(a)	Each board must develop a written policy for reporting pupil progress to parents and guardians of students enrolled in any aspect of the educational program. This policy must be developed in consultation with the teaching staff.*	STUDENT PROGRESS REPORTING TO PARENTS	IKAB	IHAB
6:8-4.2(a)	Each board must adopt a written policy governing the promotion of students from grade to grade on the basis of both the board's educational goals and objectives and its established proficiency standards for each grade level.	PROMOTION AND RETENTION OF STUDENTS	IKE	IHE
6:8-4.2(a)	Each board must adopt a written policy establishing high school graduation requirements based on state law and board-approved educational goals, objectives and proficiency standards.	GRADUATION REQUIREMENTS	IKF	IHF
6:8-4.3(a)	Each board is responsible for establishing such teaching staff positions as are needed to implement the educational program it approved. [Note: Certain positions which must be established are listed in N.J.A.C. 6:8-4.3(a,c,d).]	PROFESSIONAL STAFF POSITIONS	GCA	GBB
6:8-4.3(b)	One condition each board must place on hiring persons to fill all teaching staff positions is that they possess certificates issued by the state board of education.	PROFESSIONAL STAFF HIRING	GCD	GBD
6:8-4.3(e)	Each board must make arrangements for the employment of substitute teachers that include maintaining a list of available, certificated teachers and providing substitutes with adequate orientation and training to the district's needs.	ARRANGEMENTS FOR PROFESSIONAL STAFF SUBSTITUTES	GCEA	GBRJ
6:8-4.3(f)	Each board must provide sufficient support services for its educational program.	SUPPORT SERVICES GOALS	EA	EA
6:8-4.3(g)	Any board may employ teacher aides, who must be employed and assigned in accordance with state law.	TEACHER AIDES	IIBA	IFBA
6:8-4.4(a)	Each board must plan inservice staff training programs when they are needed to carry out district goals and objectives.	PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES	GCL	GAD
		SUPPORT STAFF DEVELOPMENT OPPORTUNITIES	GDL	GAD
6:8-4.5(a)	Each board must supply instructional materials and equipment needed to support its educational goals and objectives.	INSTRUCTIONAL RESOURCES	II	IF
6:8-4.5(b)	Each board must adopt a policy governing the selection and use of instructional materials that involves the teaching staff in materials selection	TEXTBOOK SELECTION AND ADOPTION	IIAA	IFAA
		SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION	IIAB	IFAB

6:8-4.6(a)	Each board is responsible for making sure the community is informed about the development and implementation of district educational goals and objectives.	PUBLIC INFORMATION PROGRAM	KB	KB
6:8-4.6(b)	The teaching staff, under the direction of the chief school administrator, is responsible for planning an adult education program based on community needs and coordinated with community resources.	ADULT EDUCATION PROGRAM	IGE	IDG
		COMMUNITY INSTRUCTIONAL RESOURCES	KF	KF
		RELATIONS WITH COMMUNITY ORGANIZATIONS	KM	LC
6:8-4.7(a)	Each board is responsible for adopting administrative rules instituting sound fiscal procedures in the district.	All EPS codes in the D section relate to fiscal management	D	D
6:8-4.7(a)	Each board must adopt administrative rules instituting sound management practices in the district.	All EPS codes in the C section relate to school administration	C	C
6:8-4.8(a,b)	Any new facilities must be planned to accommodate the district's approved educational program.	EDUCATIONAL SPECIFICATIONS	FEA	FEB
6:8-4.8(c)	Each board is responsible for providing safe, clean, attractive and well-maintained buildings.	BUILDINGS AND GROUNDS MAINTENANCE	ECB	EBI
6:8-5.1(a)	Each board must submit on or before each December 1 a proposed budget based on educational goals and objectives.	BUDGET DEADLINES AND SCHEDULES	DBC	DCCA
6:8-5.1(a)	The budget prepared by each board must contain the number of employees in the current and requested budget years and use an authorized budget format.	ANNUAL OPERATING BUDGET	DB	DC
6:8-5.1(b)	Each board must await the approval of the county superintendent on the budget before advertising it.	BUDGET ADOPTION PROCEDURES	DBH	DCE
6:8-6.1(b)	Each board must submit an annual report describing district progress toward achievement of district educational goals to the state education commissioner. [Note: The report must contain certain items listed in N.J.A.C. 6:8-6.1(c).]	SCHOOL DISTRICT ANNUAL REPORT	CM	CO
6:8-6.2(d)	Based on the annual report and various other monitoring procedures, the commissioner will assign the district a classification which the board must report to the public.	ACCOMPLISHMENT REPORTING TO THE PUBLIC	AG	KB

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GLOSSARY OF "T & E" TERMS

For many new board members, and for many experienced board members, some of the words and phrases related to "T & E" may be unfamiliar. To promote common understanding of key terms the State Board of Education included official definitions in the "T & E" rules. This subchapter is reproduced here in its entirety.

6:8-1.1 Words and phrases defined

The following words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise.

"Administrative Order" means a written directive ordering specific corrective action by a district which has shown insufficient educational progress within a reasonable period of time in meeting goals and standards.

"Approved" means the official classification by the state department of education certifying that the school and district complies with prescribed standards, pursuant to law and regulation.

"Articulation" means continuity, consistency and interdependence in the curricular offerings of the successive divisions of the school system.

"Assessment" means a written analysis of the current status of an educational system in terms of achieving its goals and objectives.

"Classification" means a process through which districts and schools are designated as approved, conditionally approved or unapproved, pursuant to law and regulation.

"Conditionally approved" means that a school or district with specific deficiencies is granted a prescribed period of time in which to plan and implement remediation, pursuant to law and regulation.

"Educational plan" means a comprehensive procedure which enables participants working together to define and set goals, to appraise progress through assessment, to analyze problems, to plan for and to implement a program for improvement and to evaluate progress toward achieving goals, objectives and standards.

"Evaluation" means procedures used to determine the value and success of programs, projects, techniques and materials in relation to the achievement of goals, objectives and standards, i.e., the act of making judgments based upon the data gathered.

"Goals" means a written statement of educational aspirations for learner achievement and the educational process stated in general terms.

"Objective" means a written statement of the intended outcome of a specific educational process.

"Standards" means the procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met.

"Teaching staff members" means all teachers, principals, assistant principals, vice principals, superintendents, assistant superintendents, school nurses and such other employees as are in positions which require them to hold appropriate certificates issued by the board of examiners, serving in any school district or under any board of education.

"Unapproved" means that a school or district has failed to show sufficient progress in implementing goals, objectives and standards, pursuant to law and regulation.

(APPENDIX C.)

CONTENTS OF THE "T & E" ADMINISTRATIVE CODE

(N.J.A.C. 6:8-1.1 to 7.3)

The "T & E" Administrative Code was authored with requirements and responsibilities organized into a format reflecting the flow of "T & E" activities and the respective obligations of the state and local districts. Review of the "T & E" Code's Table of Contents provides a brief synopsis of topics addressed in the rules. This Table of Contents is reproduced here in its entirety.

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6:8-1.1 Words and phrases defined

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SUBCHAPTER 3. STANDARDS AND PROCEDURES FOR ESTABLISHING EDUCATIONAL PLANS

6:8-3.1 Educational plan requirements
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6:8-7.1 Remedial plan for conditionally approved or unapproved districts or schools
6:8-7.2 Corrective action by commissioner
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(APPENDIX D.)

STATE EDUCATIONAL GOALS

The "T & E" Code contains a series of statements which represent the States formally established goals for public schools. The code requires that goals developed by districts be "consistent with the intent" of these state goals.

The ancestors of these statements were similar expressions of educational desires adopted by the State Board in April of 1972. The 1972 goals emerged through the Department of Education's "Our Schools" project which, over a two year period, involved approximately 6,000 New Jersey citizens.

The goals are of two types:

(1) Outcome goals which express what students should be, have, or be able to do as a result (at least in part) of their experience in school.

(2) Process goals which express what schools should be, have, or offer in order for students to be best able to achieve the outcome goals.

These goals are presented here in their entirety.

NEW JERSEY ADMINISTRATIVE CODE

Title 6 Education

Subtitle B. Commissioner of Education

Chapter 8 Thorough and Efficient System of Free Public Schools

SUBCHAPTER 2. STATE EDUCATIONAL GOALS AND STANDARDS

State educational goals

(a) The state educational goals shall be the following outcome and process goals and shall be applicable to all public school districts and schools in the state.

(b) Educational outcome goals: The public schools in New Jersey shall help every pupil in the state:

1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.

2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues.

3. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.

4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.

5. To acquire job entry level skills and, also, to acquire knowledge necessary for further education.

6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

7. To acquire the capacities for playing satisfying and responsible roles in family life.

8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.

9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people.

10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

11. To develop an understanding of his/her own worth, abilities, potentialities and limitations.

12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

(c) Educational process goals: The public schools in New Jersey shall provide:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.

2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.

3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.

4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.

5. Comprehensive guidance facilities and services for each pupil.

6. An environment in which any competition among pupils is positive.

7. Resources for education, used with maximum efficiency.

8. Teaching staff members of high quality.

9. Diverse forms of constructive cooperation with parents and community groups.

State educational standards

(a) The state educational standards shall be those procedures set forth in N.J.A.C. 6:8-3 and 4, which shall be used for the implementation of a thorough and efficient system of free public schools in accordance with the New Jersey Constitution.

Review of state educational goals and standards

(a) The State Board of Education, after consultation with the commissioner and review by the Joint Committee on the Public Schools, shall, from time to time but at least once every five years, review and update the state goals and standards.

Annual Orientation Conference for School Board Members

THE T & E ADMINISTRATIVE CODE: A SUMMARY

By Judith A. Schwartzstein

(*This is a summary only and should not be used as a working document)

The rules and regulations for a "Thorough and Efficient" education have been formally adopted by the State Board of Education and now carry the force of law. Following is a summary* of Title 6, Subtitle B, Chapter 8 of the New Jersey Administrative Code.

Under the new regulations, goals and standards have been set for the State. Local school districts must set goals, objectives and standards for themselves.

The State goals fall into two categories -- outcome goals -- goals that will hopefully be achieved as a result of the entire T & E system, and process goals -- goals to be used in the achievement of the outcome goals.

These goals are basically the goals of the "Our Schools Project" which were adopted in 1972, and which incorporated the thinking of a wide representation of the public.

The State standards are the procedures for development and implementation of local district educational plans, which will be addressed further.

The State's goals and standards will be reviewed and updated at least every five years by the State Board of Education and the Legislative Joint Committee on the Public Schools. Because these state goals are modifications of the "Our Schools" goals which were developed in 1972, they will be reviewed and updated next year. (1977)

Each District Must Develop an Educational Plan

Every year, each board of education must develop, adopt and implement a written educational plan for the district and for each school within the district. There are seven components of the educational plan that are to be developed under the direction of the chief school administrator in consultation with the professional staff members of the district. In addition, the plan must identify long and short range objectives on a five year cycle, and must include standards to determine whether these objectives are being met.

Reprinted from the NEW JERSEY SCHOOL LEADER, Official Publication of New Jersey School Boards Association, January/February, 1976

The T & E Administrative Code: A Summary

The Seven Components

1. District and School Educational Goals - The board is to develop written educational goals at least once every five years. These goals are to be based on the needs of the district and must be consistent with the intent of the state educational goals. Community representatives are to be involved in the setting of goals and the public is to have an opportunity to respond prior to adoption by the board.

2. District and School Objectives and Standards - Written educational objectives and standards for the curriculum (educational program) are to be developed based on the goals set for the district and schools.

3. Assessment - The needs of the pupils in the district are to be determined. This may be done through observations by teachers, conferences with parents, pupil records, testing results and medical examinations. The needs of the schools and the district as a whole are also to be assessed in order to determine the status and attainment of long and short range objectives.

4. Educational Program (curriculum) - The curriculum developed and adopted each year must be consistent with the goals and objectives of the district and with the needs of the pupils.

5. Instruction - Instruction is to be provided by the teaching staff in order to achieve goals, objectives and standards.

6. Evaluation of Pupil Progress - Progress toward meeting goals and objectives by the pupils of the district is to be determined. The evaluation should include consultation with parents and pupils. The results are to be reported annually to the public at a meeting of the board.

7. Pupil Minimum Proficiency Levels and Remedial Programs - Reasonable minimum proficiency levels for pupils must be established in the basic communication and computational skills. Each pupil must be assessed upon entering the system and each year thereafter to determine which pupils are not meeting the established levels. Remedial programs must be established for those pupils not meeting the minimum proficiency levels.

   Pupil minimum proficiency levels and the rate of pupil achievement will be monitored by the State Department of Education.

Policies and Procedures for Implementing the Educational Plan - The board of education is to develop a policy for reporting pupil progress to parents. This is to be done following consultation with professional staff members under the direction of the chief school administrator.

The T & E Administrative Code: A Summary

The board is to adopt policies and procedures for pupil promotion (which must be related to district goals and objectives and pupil proficiency) and for high school graduation. The policies and procedures for high school graduation are to reasonably related to the achievement of the district's goals and objectives and pupil proficiency with particular regard for the basic communication and computational skills.

Staffing - Only certified personnel required to meet the instructional needs of pupils may be employed by the board as teaching staff members.

- Unless granted an exception by the Commissioner, all schools must employ a full time non-teaching principal. Assistants may be employed.
- An adequate number of Child Study Teams must be provided.
- All boards must maintain a list of certified substitutes. Substitute teachers are to be provided with orientation and training to meet pupil needs.
- The board must provide the district with at least the following services: secretarial, clerical, janitorial, buildings and grounds maintenance, cafeteria and pupil transportation.
- Aides may be employed.

Staff In-service - Staff in-service programs are to be provided as needed. They are to be developed in consultation with the chief school administrator and professional staff members.

Instructional Materials and Equipment - A policy is to be developed concerning instructional materials and equipment that includes a procedure for consultation with teaching staff members in selection and utilization.

School and Community Relations - Community residents are to be apprised of the goals, objectives and standards of the district and the state regulations and local school procedures for implementation.

The community is to be involved with the identification of community resources, services and needs for the improvement of the education of the district.

Administrative Procedures - Efficient administrative procedures are to be developed, including but not limited to sound district and school fiscal operations, and effective management procedures.

School Facilities - The board must insure that all buildings are safe, clean, attractive, in good repair, and adequate to carry out the program including facilities for the handicapped. Consideration must be given to current research on the relationship of design and size to a positive learning environment in the planning of new facilities.

ANNUAL EVALUATION

A statewide evaluation of all schools will be conducted annually by the Commissioner. By July 1 of each year, the board of education must submit a report to the Commissioner describing the progress of the district and each school in achieving its goals, objectives and standards. The report is to be completed on forms provided by the Department of Education. Included in the report will be: demographic data related to each school; results of testing of pupils in the basic skills; number of and reasons for school drop-outs; evidence that each school and the district have made progress in achieving state, district and school goals and long and short range objectives and standards; plans and programs for professional improvement; plans for innovative or experimental educational programs designed to improve the quality of education; recommendations for school improvements for the year; master plans of projected capital construction needs; information on each school's fiscal operation including the district's audit report.

Any information already reported to the Commissioner does not have to be reported again in the annual report.

Each district and each school within the district will be monitored by persons designated by the Commissioner to evaluate progress.

The Commissioner will classify each district and school as approved, conditionally approved or unapproved. Classification will be based on his evaluation which consists of analysis of the Annual Report; results of annual monitoring; visitations by representatives of the Commissioner. The chief school administrator and the board will be notified in writing of district and school classifications. The board must report the classifications of each to the public.

Corrective Action - If a district or school is classified conditionally approved or unapproved, the board and superintendent will be directed by the Commissioner to submit a remedial plan for review by a specified date. The Commissioner will make available appropriate technical assistance. The Commissioner will assure implementation of approved remedial plans.

If the Commissioner finds the remedial plan unsatisfactory, or if the plan is approved but not implemented in a timely and effective manner, the board will be ordered to show cause as to why corrective action should not be taken. If the Commissioner determines that corrective action is necessary, he may order budget changes and in-service training programs for district personnel.

If the Commissioner finds that these actions are insufficient, he will recommend to the State Board of Education that it take action. The State Board will issue an administrative order specifying a remedial plan to the district board of education. Any party may appeal the administrative order to the Superior Court.

BUDGET REVIEW

The proposed budget for each district must be submitted to the Office of the County Superintendent by December 1 of each year.

The Office of the County Superintendent will review each district's budget for adequacy in meeting goals and objectives as indicated in the Annual Report. The budget is to be reviewed and approved prior to its advertisement. If the Office of the County Superintendent recommends changes, that office will consult with the board and the chief school administrator.

GUIDELINES

Guidelines for the development of the Educational Plan, the district Annual Report, and the Budget Review are being developed by the State Department of Education. They will be implemented and tested in the eighteen pilot districts this year and revised accordingly.

When the rules and regulations were adopted, the Commissioner of Education stated that the entire process would be phased-in. At the outset, no district will be classified unapproved. And during the next few months, the Office of the County Superintendent will meet with district chief school administrators to determine district entry level into the system.

ROLES AND RESPONSIBILITIES
OF
BOARDS OF EDUCATION
RELATIVE TO
THOROUGH AND EFFICIENT LEGISLATION

MODULE II

- o T&E Roles and Responsibilities
- o Roles and Responsibilities Matrix
- o Abstract -- Administrative Code

Presented By
New Jersey School Boards Association
and
Research for Better Schools, Inc.

December, 1976

T&E -- ROLES AND RESPONSIBILITIES

The T&E Process mandates the involvement of many persons in order to implement its rules, regulations and requirements. It is believed that this involvement process will result in schools that will be responsive to the needs of children. While it is too early to define with exactness what will be the respective roles and responsibilities of the involved persons, it will be too late if we do not at least take a first step in that direction.

In this section, RBS seeks to spell out what it believes to be the respective roles and responsibilities of the Board of Education. It is further recommending that sub-sections be developed to include step-by-step procedures for the district as a whole and the various sub-committees as follows:

- Board of Education Members
- Superintendent
- Administrators
- Teachers
- Parents
- Citizens
- Students

The roles and responsibilities for each group may be developed as a checklist so that the group can select or prioritize the suggestions.

Throughout this handbook, RBS has consistently stressed the need for each district to customize (tailor) its basic approach to implementing the T&E Process. The checklist offers another opportunity to customize the roles and responsibilities of the Board of Education.

T&E -- BOARD OF EDUCATION

The first group to become involved in the T&E process is the Board of Education. The Superintendent, as the Board's chief school administrator, will prepare and present, or have presented, the basic information and data relative to the T&E process. The Board should in turn, in conjunction with the Superintendent, review this role and responsibility checklist as part of their T&E customizing activities. As each district community is different, so is each Board of Education; the Board may wish to add, delete, revise or delegate the suggestions to follow. Most of the items are requirements, but the procedure to follow is left to the Board's discretion. The degree of involvement then, becomes a very local decision; one that must be made, but in terms that suit the district.

-1- To fully understand the history and highlights of the legislation. ☐

-2- To be conversant with the planning activities that must take place in order for the implementation process to begin. ☐

-3- To understand the relative roles of the organizations and agencies that will or could be involved in the T&E Process. ☐

-4- To review the following: ☐

- o T&E Assumptions -
- o T&E Pitfalls and Problems
- o T&E Resource File
- o T&E Goal Setting Process

-5- To understand, discuss and approve the community involvement process to be employed by the district. ☐

-6- To review the state educational goals and standards and adopt district and school goals that are consistent. ☐

-7- To designate a board member(s) to serve on the district's steering committee. ☐

-8- To give public notice of the proposed goals or revisions thereof and provide opportunity for comment at a public meeting. ☐

-9- To review and adopt the district's educational program. ☐

-10- To adopt policies and procedures to assist in implementing the educational plan. ☐

-11- To consider and to establish standards for assessing and evaluating the achievement of its long and short range objectives. ☐

-12- To monitor and evaluate the effectiveness of the educational program. ☐

-13- To consider and approve annually, the district's educational program (curriculum). ☐

-14- To review and approve annually, the district's budget. ☐

-15- To review and approve the district's written educational plan. ☐

ROLES AND RESPONSIBILITIES

SIX STAGES	ROLES AND RESPONSIBILITIES	DECISION MAKING	TIMETABLE
I. Planning and Conducting a Goal Setting Process with Community Involvement.	-1- To fully understand the history and highlights of the legislation. -2- To be conversant with the planning activities that must take place in order for the implementation process to begin. -3- To understand the relative roles of the organizations and agencies that will or could be involved in the T&E process. -4- To review the following: • T&E Assumptions • T&E Pitfalls and Problems • T&E Resource File • T&E Goal Setting Process	-1- Consult with Admin. -2- Direct Admin. -3- Authorize Admin. -4- Delegate to Admin. -5- Communicate to the Community and Staff -6- Select Community Involvement Procedure	Months one and two (July and August based on a school year calendar) * Revised timelines provide for a 22 month cycle. This stage should be completed in months 1-3.
II. Planning and Conducting An Objectives/Goal Indicators and Standards Setting Process.	-5- To understand, discuss and approve the community involvement process to be employed by the district. -6- To review the state educational goals and standards and adopt district and school goals that are consistent with the states. -7- To designate a board member(s) to serve on the district's Steering Committee. -8- To give public notice of the proposed goals or revisions and provide opportunity for comment at a public meeting.	-7- Approve District Priorities -8- Serve on Goal Development Committee -9- Adopt District Goals and Objectives	Months three thru five (Sept., Oct. and Nov. on a school year calendar) * months 4-10.

ROLES AND RESPONSIBILITIES (Continued)

SIX STAGES	ROLES AND RESPONSIBILITIES	DECISION MAKING	TIMETABLE
III. Planning and Conducting a Needs Identification Process By Assessing where Pupils are at Present in Relation to the Objectives/Goal Indicators and Standards.	-9- To review and adopt the district's educational plan. -10- To adopt policies and procedures to assist in implementing the educational plan.	-10- Review the Educational Plan -11- Approve the Plan -12- Monitor Implementation -13- Support Implementation	Months five thru eight (Nov. thru February on a school year calendar) - - - - - - - - - - - * months 11-16.
IV. Establishing Educational Programs to Achieve Objectives.	-9- To review and adopt the district's educational plan. -10- To adopt policies and procedures to assist in implementing the educational plan.	-10- Review the Educational Plan -11- Approve the Plan -12- Monitor Implementation -13- Support Implementation	Months three thru eight (Sept. thru February on a school year calendar) - - - - - - - - - - - * months 6-16
V. Measuring the Effectiveness of the Educational Programs in Achieving those Objectives and Making Changes as Needed.	-11- To consider and to establish standards for assessing and evaluating the achievement of the district's long and short range objectives. -12- To monitor and evaluate the effectiveness of the educational program.	-14- Examine the results -15- Analyze the results -16- Consult with Staff and Community	Months five thru eight (Nov. thru February on a school year calendar) - - - - - - - - - - - * months 10-16.
VI. Budgeting Annually for the Educational Plan and Program	-13- To consider and approve annually the district's educational program (curriculum). -14- To review and approve annually, the district's budget. -15- To review and approve the district's written educational plan.	-17- Direct Staff to Develop Budget -18- Review Budget -19- Approve Budget	Months three thru twelve (Sept. thru June on a school year calendar) - - - - - - - - - - - * months 3-22.

ABSTRACT

CHAPTER 8:
THOROUGH AND EFFICIENT LEGISLATION

NEW JERSEY ADMINISTRATIVE CODE

TITLE 6

EDUCATION

This abstract has been specifically designed to assist school districts during the Awareness, Planning, Action Plan, and Customizing stages of the T&E Implementation Process.

Abstracted material seeks to highlight the more pertinent and salient elements of each sub-station of the legislation. The materials have been formulated for use by school district personnel during a skill development laboratory session of a T&E Workshop. Individuals or committees would brainstorn the assigned sections and rough draft, based on prior presentations, what they believe to be the planning steps and/or actions required.

The format would also be of great assistance to the district's T&E Coordinator and Steering Committee as they develop a Customized Plan of Action.

RBS, Inc., - March, 1976

CHAPTER 8:
THOROUGH AND EFFICIENT LEGISLATION

NEW JERSEY ADMINISTRATIVE CODE

TITLE 6

EDUCATION

SUBTITLE B: COMMISSION OF EDUCATION

FORWARD:

- Standards and Procedures of Evaluation, Classification and Enforcement
- Reviewed and Modified As Appropriate At Least Once Every Five Years
- Goal Is To Provide The Educational Opportunity Which Will Prepare Each Child To Function Politically, Economically and Socially In A Democratic Society
- Under Auspices Of State Board of Education and Local Boards
- Authority: Title 18A of New Jersey Statutes Annotated As Supplemented and Amended By Chapter 212, Laws of 1975

T&E Legislation Abstract	Planning Steps and/or Actions Required
SUBCHAPTER 1. Definition Title 6: Chapter 8-1.1 Words and Phrases Defined • Specific words and terms defined as used in Chapter	-1- Read and understand -2- Review with administration
SUBCHAPTER 2. State Educational Goals and Standards Title 6: Chapter 8-2.1 State Educational Goals (a) Sets forth state outcomes and process goals • Applicable to every pupil in the state (b) Includes twelve (12) outcome goals (c) Includes nine (9) process goals	-3- Read and understand -4- Review with administration -5- Approve state goals
Title 6: Chapter 8-2.2 State Educational Standards (a) Includes procedures set forth in N. J. A. C. 6: 8-3 and 4	-6- Consult with administration -7- Direct administration to include procedures
Title 6: Chapter 8-2.3 Review of Educational Goals and Standards (a) Five year review and update of state goals and standards	-8- Read and understand -9- Adopt appropriate policies and procedures
SUBCHAPTER 3. Standards and Procedures For Establishing Educational Plans Title 6: Chapter 8-3.1 Educational Plan Requirement (a) Development of a written educational plan (b) Adopted and implemented annually by the District Board of Education (c) Contain a proposed time schedule for implementation • Identify on a five year cycle the long and short-range objectives (d) Include standards for assessing and evaluating the achievement of its long-range and short-range objectives	-10- Read and understand -11- Consult with administration -12- Direct administration to prepare plan -13- Consider assessing and evaluating methods and techniques -14- Adopt standards and procedures

T&E Legislation Abstract	Planning Steps and/or Actions Required
Title 6: Chapter 8-3.2 District and Educational Goals (a) Written educational goals • Based on district need • Consistent with state • Involve teachers, pupils, parents, residents • Directed by chief school administrator (b) Public notice of goals; opportunity to comment (c) Reviewed and updated once every five years	-15- Develop a community profile -16- Involve community in goal development process -17- Adopt district goals -18- Notify community of results
Title 6: Chapter 8-3.3 District and School Educational Objectives and Standards (a) Written educational objectives and standards • Based on district and school goals • Involve teachers • Directed by chief school administrator	-19- Direct administration to implement -20- Review objectives and standards -21- Adopt objectives and standards
Title 6: Chapter 8-3.4 Assessment (a) Assessment of pupil needs • Procedures must be established • Minimum proficiency levels to be determined (b) Assessment of district and school needs	-22- Direct admins. to develop an assessment program -23- Review and approve procedure -24- Direct administration to implement
Title 6: Chapter 8-3.5 Educational Program (a) In consultation with the teaching staff • Under direction of the chief school administrator • Comply with actions in prior subsections • Develop or provide eleven (11) educational components	-25- Direct admins. to develop program -26- Review educational program relative to compliance -27- Adopt educational plan
Title 6: Chapter 8-3.6 Instruction (a) Instruction provided by teaching staff members • Provide seven (7) instructional elements to implement and achieve goals, objectives and standards	-28- Review teaching methods -29- Approve teaching methods

T&E Legislation Abstract	Planning Steps and/or Actions Required
Title 6: Chapter 8-3.7 Evaluation of Pupil Progress (a) Procedures for continuous and comprehensive review of pupil progress • Progress toward district and school goals and objectives • Evaluation conducted by teaching staff • Direction by chief school administrator • Results reported annually	-30- Repeat steps 22, 23, and 24 -31- Review administration report on student progress
Title 6: Chapter 8-3.8 Pupil Minimum Proficiency Levels and Remedial Programs (a) Establish reasonable pupil minimum proficiency levels in the basic communication and computation skills (b) Pupil assessment annually (c) Establishment of remedial programs • Include four basics (d) State Department of Education shall monitor (e) State Department shall conduct biannual studies and evaluations	-32- Direct administration to develop minimum proficiency levels -33- Review administration report -34- Adopt minimum proficiency levels, plus remedial programs
SUBCHAPTER 4. Policies and Procedures To Assist In Implementing The Educational Plan Title 6: Chapter 8-4.1 Reporting of Pupil Progress (a) Policy for reporting pupil progress • Board of Education shall consult with teachers • Chief school administrator will direct • Utilize a variety of procedures	-35- Direct administration to prepare reporting procedure -36- Review procedures -37- Adopt policies procedures
Title 6: Chapter 8-4.2 Promotion and Graduation (a) District shall adopt policies and procedures o Pupil romotion - district goals o High school graduation	-38- Direct administration to prepare procedures -39- Review procedures -40- Adopt policies and procedures

2.12

T&E Legislation Abstract	Planning Steps and/or Actions Required
Title 6: Chapter 8-4.3 Staffing (a) Board employs teachers • Certified personnel • District may exceed requirements (b) Certified personnel requirement • Principal • Assistants to principals • Child study team • Substitute teachers • Supportive services • Aides	-41- Direct administration to prepare procedures -42- Review procedures -43- Adopt policies and procedures
Title 6: Chapter 8-4.4 Staff In-Service Programs (a) Staff in-service programs to meet priorities	-44- Direct administration to prepare procedures -45- Review procedures -46- Adopt policies and procedures
Title 6: Chapter 8-4.5 Instructional Materials and Equipment (a) District shall provide materials and equipment (b) District policy that provides for teacher involvement	-47- Direct administration to prepare procedures -48- Review procedures -49- Adopt policies and procedures
Title 6: Chapter 8-4.6 School Community Relations (a) Provide orientation to community • Relative to T&E Legislation • Goals and objectives (b) Teaching staff shall identify community resources • Direction by chief school administrator	-50- Direct administration to prepare public information program -51- Present to community
Title 6: Chapter 8-4.7 Administrative Procedures (a) Board shall adopt efficient administrative procedures • Consult with chief school administrator • Consult with teaching staff • Include: - Sound district and school fiscal operation - Effective management procedures	-52- Consult with administration -53- Direct administration to prepare procedures -54- Adopt procedures

T&E Legislation Abstract	Planning Steps and/or Actions Required
Title 6: Chapter 8-4.8 School Facilities (a) New school facilities should reflect current research and recommendations (b) Building and site adequate to handle program, plus provision for the handicapped (c) All buildings safe and clean	-55- Review facility needs -56- Direct administration to maintain facilities -57- Present funding program if needed
SUBCHAPTER 5. Review and Approval of Proposed Budget Title 6: Chapter 8-5.1 Reviewed by County Superintendent (a) Submission of proposed budget to county superintendent on or before December 1. • County office review - Annual reports - Long and short-range objectives • Required information - Number of teaching staff - Line item budget (b) Consultation with district if changes are recommended	-58- Direct administration to prepare budget -59- Review budget document -60- Submit to county superintendent
SUBCHAPTER 6. Procedures for Evaluation of the Performance of Each Public School District and School Title 6: Chapter 8-6.1 Annual Evaluation (a) Statewide evaluation conducted annually by commissioner of education (b) Annual progress report submitted by Board of Education each July 1st - Goal, objective and standard achievement (c) Annual report shall be submitted on forms provided and include: • Demographic data • Results of pupil achievement in basic skills • School dropout information	-61- Direct administration to prepare report -62- Consult with administration -63- Review report -64- Approve report -65- Submit report to commissioner

T&E Legislation Abstract	Planning Steps and/or Actions Required
• Evidence of achieving goals, objectives and standards • Plans for professional improvement • Plans for innovative or experimental educational programs • Recommendations for school improvements • Master plans for projected capital construction • Fiscal information, including an audit (d) Annual report does not need to include information previously submitted (e) Districts monitored by persons designated by the commissioner.	
Title 6: Chapter 8-6.2 Classification and Notification (a) Commissioner approval: • Approved • Conditionally approved • Unapproved (b) State Board of Education action (c) Written notification (d) Report to public by Board	-66- Publish commissioner's findings
SUBCHAPTER 7: Corrective Action Title 6: Chapter 8-7.1 Remedial Plan For Conditionally Approved Or Unapproved (a) Commissioner directs district to prepare a remedial plan • Commissioner shall provide technical assistance (b) Timely implementation of remedial plan - if approved	-67- No action unless plan not approved

2.15

T&E Legislation Abstract	Planning Steps and/or Actions Required
Title 6: Chapter 8-7.2 Corrective Action By Commissioner (a) If remedial plan and/or corrective action taken is insufficient; commissioner shall direct school district to show cause (b) Following plenary hearing, Commissioner may, if he determines it is necessary, take corrective action: • Order necessary budgetary changes • Order in-service training programs (c) If actions taken are insufficient, commissioner shall recommend that the State Board appropriate action.	-68- Prepare presentation for Commissioner hearing -69- Attend hearing
Title 6: Chapter 8-7.3 Corrective Action By State Board of Education (a) Specify remedial plan to school district • May contain budgetary changes and/or other measures (b) School district may appeal the administrative order to the Superior Court, pursuant to law.	-70- Adopt corrective actions -71- Appeal to Superior Court if desired

ROLES AND RESPONSIBILITIES
OF
BOARDS OF EDUCATION
RELATIVE TO
THOROUGH AND EFFICIENT LEGISLATION

MODULE III

- o Community Profile
  - T&E Contextual Information Committee
  - Sample Community Profile
  - Educational Contextual Information
  - Sources of Contextual Information
  - Local Community Assumptions
- o Community Goal Development
  - Customizing Goal Development
  - Preparing An Action Plan
  - Goal Development Techniques and Models
  - Individualized Community Involvement

Presented By

New Jersey School Boards Association
and
Research for Better Schools, Inc.

December, 1976

T&E COMMITTEES

Successful completion of the T&E Process, resulting in the submission of an Educational Plan document to the Commissioner of Education, requires the work of many: Board members, Superintendent, Administrators, Teachers, Parents, Citizens and Students. In order to utilize this talent most efficiently and effectively, the development of special committees for the various T&E sub-sections are recommended.

In the development of a Customized plan of action through which to complete the T&E Process, local districts will establish a number of different types and kinds of committees. RBS, Inc. suggests the following six committees as a generic model; local districts will add, delete, and combine according to their needs.

- Steering Committee
- Contextual Information Committee
- Goal Development Committee
- Educational Objectives Committee
- Needs Assessment Committee
- Evaluation Committee

The primary mission of each committee, plus some specifics as "How To" should be provided to each of the sub-committees by the Board. Accordingly, five basic information sections should be developed for each sub-committee:

- Committee Assignment Overview
- Committee -- How To
- Committee Monitoring
- Committee Timetable
- Committee Report (Format)

Common to all committees are a series of musts that RBS believes should be considered prior to any undertaking. Further, each district will develop additional items as they complete their customized plan of action.

- Committee membership list developed
  - Document procedures used
  - Document reasons for procedures used
- Consultant assigned from Steering Committee
- Chairperson appointment or selection
- Secretary designated
- Develop a Committee Action Plan
- Specific dates set for meetings
  - Obtain all required materials, etc.
  - Review all documents thoroughly
- Document procedures
- Document reasons
- Document what was done - step-by-step
- Document what decisions are made
- Develop and maintain a committee notebook
- Review progress with Steering Committee

COMMUNITY PROFILE

T&E CONTEXTUAL INFORMATION COMMITTEE

- Committee Assignment: To develop a community profile that will serve as background data for the goal development process.

  SOURCE: New Jersey Administrative Code, Title 6, Subtitle B., Chapter 8.

The data and information to follow highlights what is essential to the Sub-Committee's undertaking.

The Community Profile should include:

- History
- Physical Description
- Population Statistics
- Demography
- Economics
- Community Agencies
- Service Organizations
- Socio-economic Groups
- Ethnic Groups
- Religious Groups
- Political Structure

The profile will be submitted to the District's Steering Committee for inclusion in the comprehensive educational plan; for submission to the Board of Education; and for use by the the other sub-committees.

SAMPLE COMMUNITY PROFILE

1. The total community population is_____.
2. The total school district population is_____.

   Elementary_____ Junior High_____

   Adult _____ Senior High_____
3. The ethnic distribution by percent is_____.
4. The proportion of families in the community with at least one school-age child is _____.
5. The proportion of families in the community who receive some form of public assistance or income support is _____.
6. The proportion of adults and children whose primary language is not English is_____.

   The proportion of school age children is_____.
7. The proportion of citizens who respond favorably to school board elections and budget referendums is_____.
8. The proportion of adults over 50 years of age is_____.
9. The proportion of individuals in community who belong to major interest groups is_____.
10. The proportion of students attending private or parochial schools is_____.
11. The proportion of students continuing education past high school is_____.
12. The proportion of students who remain in the community to live is_____, to work is_____.
13. The proportion of the community employed in occupational categories (from U.S. Census) _____ _____ _____ _____.
14. Geographic employment patterns:

    Work in District Area_____ 1-20 miles_____

    20-40 miles_____ 40+ miles_____
15. The proportion of families with 2 working parents is_____.

16. Other _____.

17. Projected community population over next five years:

Increase _____ Decrease _____

18. Projected school population over next five years:

Increase _____ Decrease _____

Extracted from: Goal Development In Education, New Jersey Department of Education, August 1974

EDUCATIONAL CONTEXTUAL INFORMATION

(Pre K-12th grade system)

A. Type of school district (classification)

B. Grade level structure

C. Enrollment - 1. total, and 2. by grade level

D. Average daily attendance

E. 1. Number of graduates to higher education (above 12th grade)

2. Number of drop-outs

F. Student transfers; 1. in, 2. out

G. Racial breakdown of students

H. Ethnic breakdown of students

I. Numerical breakdown of students by sex

J. Students classified as from low-income homes

K. Students classified as special

L. Students classified as advanced in basic English (reading) and math (computational) skills

M. Students classified as "average" regarding letter "L"

N. Students classified as "slow" in basic English (reading) and math (computational) skills

O. Personnel* - 1. by number, 2. by specialty (function)

P. Managers - Administrators, Superintendents - 1. by number, 2. by specialty (function)

Q. Delineate your programs by:

1. Content
2. Methodology-activity
3. Time allocation
4. Personnel allocation
5. Cost allocation

* Instructors, specialists, supportive, adjunct-ancillary, (certified, and classified)

6. Equipment - facilities allocation

7. Testing programs statewide and local

8. Evaluation procedures

R. Food programs - 1. by number, 2. by type

S. Bus program (routes-miles, number of students)

T. School buildings (number, type-structural configuration-open spaced-library, multi-purpose learning centers, cafeteria, etc.)

U. Community services - civic, recreational (citizens' groups, PTA, public meetings, lectures, playground)

V. Operating budget - Total current expense

1. Capital outlay, debt service

2. State aid

3. Federal aid

W. Local tax levy

Developed by:
Educational Improvement Center, South Jersey Region

SOURCES OF CONTEXTUAL INFORMATION

1. Compiling Context Data (booklet) Comprehensive Development Process. Educational Improvement Center-NW, Halko Drive, Cedar Knolls, N.J.

2. Community Leadership. How to Find it and Make it Work (booklet) Educational Improvement Center-SJ, Pitman, N.J.

3. School Improvement Program - N.J. State Department of Education, Trenton, N.J.

4. Potential Contextual Information Data Sources

   a. U.S. Census Bureau's General Characteristics of the Population
   b. Community Historical Society
   c. Community Newspapers
   d. Chamber of Commerce
   e. Public Utilities Companies
   f. Board of Realtors (community and local)
   g. Community Library
   h. Respective Community Agencies
      (1) Governmental
      (2) Service
      (3) Social

5. RBS Resource File

Developed by:
Educational Improvement Center, South Jersey Region

LOCAL COMMUNITY ASSUMPTIONS

There are factual or derived assumptions that can be drawn about each community. Developing a set of assumptions about your community can provide insight for the procedures to follow in approaching the community goal development task.

- Wealthy - affluent community
- Vocal - active community
- Strong P. T. A. organization
- Budgets defeated - taxpayers revolt
- Strong political influence
- High interest in schools - education
- Powerful individual citizens
- Business/Industrial power-control
- Superintendent - administration strong
- Community Groups - organizations
- Dominant ethnic, cultural or religious groups
- Education level - high or low

COMMUNITY GOAL DEVELOPMENT

CUSTOMIZING GOAL DEVELOPMENT

The development of educational goals is one of the early tasks in the implementation of the T&E Process. Integral to this task is the development of a procedure for Community Involvement; The Board of Education, the Superintendent and the Steering Committee should give this important matter early consideration. In order to most effectively and efficiently introduce this procedure, clear and concise guidelines are necessary.

As these guidelines emerge, the Board of Education and Superintendent will be making basic assumptions about the school district and community. These are the first phases of customizing the goal development process.

We again stress the importance of understanding the law, developing a planning process to comply with the law and developing an action plan to provide direction, steps for completion and a monitoring procedure.

Customizing:

The first consideration by the Steering Committee and/or Board of Education is understanding the legislation and its requirements.

- Secure copies of the New Jersey Administrative Code 6:8-3.2
- Differentiate between fact and fiction
- Establish the scope and parameters of the task

The second consideration is planning to implement a goal development process while complying with the legislation.

- Collect and develop district contextual information
- Draft assumptions for the goal development process for Board of Education and Superintendent approval
- Research for appropriate models, methods, techniques and strategies to implement the plan
- Develop a goal development plan

The third consideration is the development of a delivery system.

- Develop a management system
- Develop a step-by-step action plan
  - -- statement of mission
  - -- define objectives
  - -- develop key events for each objective
  - -- calendarize key events

What has taken place in the above three steps is thatof customizing.

- Recognize the individuality of each community
- View the goal development process in relation to the total task at hand
- Consider a variety of approaches and weave these into a district plan
- Evolve into an on-going process
- Obtain technical assistance when and where needed
  - -- County Unit
  - -- EIC
  - -- Regional Education Centers

The following examples are provided only as a starter for ideas and needs of your specific community. As you develop the timelines for each objective be knowledgeable of the comprehensive plan timelines. The Action Plan will not only provide direction but also a documentation to justify the action taken by the district and committee.

GOAL DEVELOPMENT

PREPARING AN ACTION PLAN

STEP 1) Statement of Mission

Example: To develop a set of written educational goals based on the district's educational needs and consistent with the intent of the State's educational goals.

STEP 2) Define Objectives

Example:
1. To acquire copies of the State's educational goals
2. To acquire sample copies of educational goals
3. To design a goal development procedural plan
4. To design and develop a specific community involvement plan
5. To organize and appoint a goal development committee

STEP 3) Develop Key Events for Each Objective

Develop a series of key events for each objective, chronologically list the step-by-step actions which will culminate in the completion of each key event, assigning specific responsibility for the completion, and setting scheduled deadlines for completion.

STEP 4) Calendarize Key Events

Prepare a calendarized status chart showing key events and planned completion dates as a means of monitoring the progress of the action plan.

EXAMPLE

KEY EVENTS SCHEDULE

Objective: To design a Goal Development Procedural Plan

Key Events	Responsibility	Timetable
1. Review T&E legislation for required actions	Superintendent T&E Coordinator	
2. Determine what personnel need to be included	Superintendent T&E Coordinator	
3. Determine roles and assignments for: Board of Education Superintendent T&E Coordinator Staff Members Students Citizens Etc.	Superintendent	
4. Decide on what background information and data are needed	T&E Coordinator	
5. Develop a timetable for the activity	T&E Coordinator	
6. Draft and distribute a summary memorandum	T&E Coordinator	

GOAL DEVELOPMENT TECHNIQUES AND MODELS

In order to effectively develop a customized goal approach a number of goal development models and techniques must be considered. From our search of the literature and experience to date, we recommend a study of the following components:

-1- MODELOG CHART OF GOAL DEVELOPMENT TECHNIQUES

-2- CHARACTERISTICS OF FOUR GOAL DEVELOPMENT MODELS

-3- INDIVIDUALIZED COMMUNITY INVOLVEMENT

Let's pause for a moment to recapitulate what constitutes the T&E Community Involvement Process.

Name of Model*	Commitment	Communication PI	Contextual Information	Selecting the District Task Force	Training Procedures	Management Procedures	Goals Prepared in Model	Goals Prepared by Community	Ranking Procedures	Goals Prepared from Indicators	Indicators Prepared from Goals	Program Obj's Related to Goals
"Advocacy"		X		X	X	X		X	X		X	
*American Tel & Tel	X	X		X	X	X		X	X	X		
CSE Elementary School Needs		X				X	X		X			
CTB McGraw Hills Workshop I		X	X	X	X			X	X	X		
Dallas	X	X		X			X					X
*Educ. Improve. Center/NW	X	X	X	X	X	X		X	X	X	X	X
Far West Lab's Model		X			X	X		X	X			
Fresno's Partners in Education	X	X		X		X		X	X			
NJ's Goal Development	X	X					X	X	X	X	X	X
Phi Delta Kappa "Kit"		X		X	X	X	X		X			X
Placer County's 3 Part Model	X	X		X			X	X				X
RBS's Community Needs Model		X			X	X	X		X			
RBS "Planning Guide"	X	X			X	X		X	X		X	X
RBS's Student Perceived Needs Model		X			X	X	X		X			
Worldwide SNAP	X	X	X	X				X	X			

*Not included in Modelog because they were in the process of development at the time Modelog went to press. Model summaries can be found in Modelog available through New Jersey Department of Education.

CHARACTERISTICS OF FOUR GOAL DEVELOPMENT MODELS

Questions	Dallas	Fresno	PDK	Worldwide
1. Who participates in the process?	Parents, students, teachers, administrators, district employees, Board of Ed.	Community members--task force of teachers and administrators	Representative teachers administrators, students, community members.	Representatives from all sectors of education community (i.e. parents, administrators, teachers, students).
2. Are Boards of Education involved?	Yes	Partially	Optional	Optional
3. What is the extent of community participation?	Can be as broad as desired.	Wide-spread	40-80 community members	Very extensive
4. How are community participants selected?	Elected, appointed or voluntary.	Open invitation to community.	3 options - randomly - by Superintendent or School Board - Selection based on criteria	By invitation from Needs Assessment Planning Committee
5. Are needs prioritized?	Yes	Yes	Yes	Yes
6. What are the tools of the needs assessment?	Needs assessment surveys, reactionaire, and small group investigations.	Speak ups for community members.	Game - a procedure to prioritize goals and survey perceptions	Surveys, speak-ups, questionnaire, concerns conferences
7. What is the output of the needs assessment?	Lists of priorities and greatest gaps.	List of prioritized needs.	List of prioritized goals List of prioritized needs	Needs and concerns of community students and teachers; data from existing tests & measures and administrative data.
8. What happens after the needs assessment?	Program managers select goals for the coming year.	Needs converted into goals Objectives are written for selected goals. Problem solving techniques used to design programs.	Performance objectives written for existing programs and then matche. with goals.	Needs converted into goal statements. Problem definition and analysis is carried out.
9. How long is a. the whole planning process? b. the needs assessment?	a. one year b. three months	a. one year b. two months	a. one year b. three months	a. two years b. 6-9 months minimum
10. What are staff requirements?	One or more persons to coordinate the process, depending on the size of the district.	One person to run community conferences. A task force of teachers and administrators.	One person to coordinate two community meetings. One person to analyze data from survey.	No extra staff is necessary. Need someone on staff who has sufficient time.
11. What explanatory materials are available?	5 booklets available from Dallas.	Three booklets available from Fresno.	Kits with all materials. Booklets on writing performance objectives. All available from PDK.	Detailed manual, explanatory filmstrip, available from Worldwide.
12. What costs are involved?	Substitute teachers, materials and printing.	$12 for 3 booklets, and supplies. Lunch for one day community meeting.	Materials- $60 for community kit $1 for manual on performance objectives.	$35 for needs assessment material $60 for film strip

Adapted from Educational Improvement Center - South, New Jersey

INDIVIDUALIZED COMMUNITY INVOLVEMENT

OPEN MODEL	INDIVIDUALIZED MODEL	CLOSED MODEL
Key Elements • Open invitation extended to the community to participate • Steering Committee composed of representatives from all sectors of the educational community • Needs identified by a community survey published in the local newspaper • Needs summarized by the Steering Committee and then returned to the community to prioritize • Prioritized needs submitted for review by the Board of Education • Educational goals are then developed from the prioritized needs by the Steering Committee • Educational goals submitted for review by the Board of Education • Education goals presented to the community for their review in an open community meeting • Board of Education adoption of the goals	Desired Elements (participants complete this section)	Key Elements • Steering Committee selected by the Board of Education and superintendent • Invitation to participate sent to selected staff and community members by the Steering Committee • Needs identified by Steering Committee and prioritized by Steering committee, selected staff and Board of Education • Prioritized needs submitted to the Board of Education to develop the educational goals • Board of Education announces to the public that the educational goals will be acted upon at the next general meeting -- public reaction allowed • Board of Education adoption of the goals

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T&E COMMUNITY INVOLVEMENT PROCESS

-1- REVIEW THE PLANNING PROCESS ADOPTED

-2- REVIEW YOUR ROLES AND RESPONSIBILITIES

-3- RESEARCH YOUR COMMUNITY ELEMENTS

-4- PREPARE A SET OF ASSUMPTIONS ABOUT YOUR COMMUNITY

-5- DEVELOP YOUR COMMUNITY PROFILE

-6- STUDY COMMUNITY GOAL DEVELOPMENT, TECHNIQUES AND MODELS

-7- DEVELOP A CUSTOMIZED GOAL DEVELOPMENT PLAN

-8- DECIDE ON THE COMMUNITY'S ROLE IN THE GOAL DEVELOPMENT PROCESS

-9- INVITE THE COMMUNITY TO PARTICIPATE

-10- IMPLEMENT THE COMMUNITY INVOLVEMENT PROCESS

-11- MONITOR THE COMMUNITY INVOLVEMENT PROCESS

-12- APPROVE THE GOALS AND OBJECTIVES AS DEVELOPED

ROLES AND RESPONSIBILITIES
OF
BOARDS OF EDUCATION
RELATIVE TO
THOROUGH AND EFFICIENT LEGISLATION

MODULE IV

- o Pitfalls and Problems
- o T&E In The Future

Presented By
New Jersey School Boards Association
and
Research for Better Schools, Inc.

December, 1976

THOROUGH AND EFFICIENT LEGISLATION

PITFALLS AND PROBLEMS

Overview: Pitfalls and problems to be expected - Presentation of an in-depth analysis of the types and kinds of situations that will develop while a school district implements the requirements of the Thorough and Efficient legislation as set forth in New Jersey Administrative Code 6:8-1.1 through 6:8-3.8

Setting: An undertaking of this magnitude, with the stress and strife that mark its beginnings, will experience a series of pitfalls and problems. Proper advance planning and a careful review of the subject will insure that the impact of these issues is minimal. Each potential pitfall and problem is presented as a fact, discussed in a realistic experiencial setting. In other words, the pitfall and problem is contained within the framework of the implementation process and has happened before. Suggestions as to what not to do and some possible courses of positive action will be presented.

Pitfalls and Problems: Eight specific Pitfalls and Problems are presented for your consideration.

1. Planning First: Analysis of what is contained in the administrative code and the specific implications to the School District. Emphasis on understanding before proceeding -- Planning is the most important step of all. Think before doing.

   - Understanding the legislation
   - Community demographics
   - Comprehensive process
   - Assistance available
   - Essential first steps

2. Requirement Clarification: Specific details as to what is really required of all involved personnel: Board members, superintendents, administrators, teachers, students, and citizens. Emphasis must be on what really needs to be done -- fact vs. fiction.

   - Actual requirements
   - Specific details
   - Role analysis
   - Assignments
   - Procedural plan

3. Communications: Discussion of the human and public relations involved in an undertaking of this magnitude. How do you balance the compulsory nature of the project against the need for cooperation and support in the doing.

   - Identification of parties involved
   - Methods of communications
   - Lines of communications
   - Media involvement
   - Attitude

4. Community Involvement: Consideration of the types and kinds of community involvement programs that are available. Emphasis on the need to individualize (customize) this process, it should not be an off the shelf purchase -- adopt and adapt.

   - Review of package programs
   - Community assumptions
   - Participant identification
   - Point of entry
   - Tailoring a program

5. Staff Utilization: Discussion of the many issues that may arise relative to the role of the teaching staff in the T&E Process. Recognition of such vital factors as district policy, teacher assignments, NJEA or union contracts, etc.

   - District policies
   - Teacher contracts
   - Released time
   - Compensation

6. Minimum Proficiency Levels: Analysis of what this really means and what is actually expected. Discussion of the pending legislation relative to state-wide standardized testing. Review of current testing done by all school districts, relationship to this requirement.

   - Clarification review
   - Test results
   - Monitoring guidelines
   - Public impact
   - Student involvement

7. Costs: Consideration of the various costs that may be incurred as a result of the T&E requirements. Realistic assessment of what it will take in dollars to complete the process.

   - Staff compensation
   - In-kind costs
   - Material, equipment, supplies
   - Document production

8. Approval Process: Review of the approval process, with special attention to the penalty aspects. Emphasis on the fact that a job well done will insure approval and eliminate the penalty concerns.

   - Budget priorities
   - Monitoring guidelines
   - Procedure detail
   - Timelines
   - Penalty potential

T&E IN THE FUTURE

It would be inappropriate to close this workshop without a word about the future. Therefore, based on the body of knowledge contained in this handbook, our experience with the early stages of the T&E Process and a projection of the trends that have emerged since its inception -- we offer the following:

- Year one (1976-77 school year) will be marked with confusion and uncertainty.
- Year one (1976-77 school year) will be noted for the number of changes and modifications made in the process.
- Year one (1976-77 school year) will close with the development of a revised T&E Process.
- Year two (1977-78 school year) will be marked by the implementation of the revised T&E Process.
- Year three (1978-79 school year) will see the final clarifications and revisions take place.

We sincerely believe that the following will become "a way of life" in each school district by the close of year three (1978-79 school year):

- Educational Planning
- Educational Goal Setting
- Community Involvement in Education
- Educational Objectives Development
- Educational Program Assessment
- Educational Program Budgeting

ROLES AND RESPONSIBILITIES
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MODULE V

o T&E Resource File

Presented By

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T&E RESOURCE FILE

INTRODUCTION

Dr. Fred G. Burke, Commissioner of Education, State of New Jersey set an excellent stage for this section of the T&E Seminar, in his cover letter for "MODELOG", when he noted that "MODELOG" fills an obvious void by providing a compendium of component models which can be selected and supplemented to satisfy a local school district's planning needs. This is an outstanding compendium and RBS, Inc. endorses and recommends it most highly.

This resource file is more of a bibliography of documents essential to the completion of the T&E Process than a catalog of comprehensive educational planning components. However, each district needs the resources set forth herein, including MODELOG, if it is to successfully accomplish its T&E mission. Therefore, it is strongly recommended that a Resource File notebook is developed containing the following:

1. "The New School Finance System," NJEA Review, November 1975

2. "T&E Legislation," Chapter 212, Laws of 1975, Senate Bill #1516, State of New Jersey, September 1975.

3. Chapter 8. Thorough and Efficient System of Free Public Schools, New Jersey Administrative Code, Title 6. Education, Subtitle B. Commissioner of Education, January, 1976.

4. T&E Primer for School Improvement in New Jersey, Department of Education, State of New Jersey, March 1976.

5. Guidelines for the Review of Local District Compliance with the Intent of New Jersey Administrative Code, Department of Education, State of New Jersey, March, 1976.

6. MODELOG -- A Catalog of Comprehensive Educational Planning Component Models, New Jersey Department of Education, 1975

7. Abstract of the New Jersey Administrative Code 6:8-1.1 through 6:8-3.8. Research for Better Schools, Inc., Philadelphia, Pa. 19103

8. RISE -- Bibliography of Educational Planning Components, May, 1976. Research for Better Schools, Inc., Philadelphia, Pa. 19103

9. How to Translate those T&E Regs into School Board Policy, New Jersey Update, Vol. 1, Number 9, March 1976, New Jersey School Boards Association.

10. Budget Guide for FY 1977-78, First draft 4-14-76, State of New Jersey Department of Education, Division of Administration and Finance.

Procedurally, RBS recommends that each member of the district's Steering Committee should receive a copy of this file and that several extras should be available in the Superintendent of Schools' office. This will serve to effectively expedite the Understanding, Planning and Delivery processes recommended in RBS' Customized Approach to T&E.

ROLES AND RESPONSIBILITIES
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BACKHOME CHECKLIST

POST T&E WORKSHOP ACTIVITIES

-1- To summarize the workshop activities (written or oral for other Board members and the Superintendent. ☐

-2- To supply sufficient copies (obtain or reproduce) of the workshop manual for the other Board members and the Superintendent. ☐

-3- To suggest that agreement be reached by your Board as to its role and responsibility for the T&E Process in light of: ☐

-a- Existing policies
-b- Superintendent's responsibilities
-c- Actions taken to date on T&E
-d- Results of the Community Profile

-4- To plan for and assign the development of a customized Master Action Plan and Implementation for the T&E Process. ☐

-5- To plan for and assign the development of a Community Profile. ☐

-6- To discuss and develop a Community Involvement Plan ☐

-7- To discuss and develop appropriate Board Committee assignments relative to the T&E Process. ☐

-8- To assign the responsibility for the completion of the T&E Process to the Superintendent and his staff. ☐

-9- To review the workshop manual relative to the Board's Roles and Responsibilities as set forth in the various sections of the Workshop manual. ☐

Prepared By
New Jersey School Boards Association
and
Research for Better Schools, Inc.
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ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TC THOROUGH AND EFFICIENT LEGISLATION

In addition to the pitfalls and problems presented in Module IV of the Handbook, there are a number of special considerations involved in the completion of the process that relate to the type of district. Accordingly, we have developed the following checklist for your convenience in identifying what you deem appropriate.

	Special Considerations	District Type
- 1-	Administrative Staff Size	1 2 3 4
- 2-	Teacher Unions/Contracts	1 2 3 4
- 3-	Availability of Specialized Staff Expertise (i.e. Evaluation and Remediation)	1 2 3 4
- 4-	Community Involvement	1 2 3 4
- 5-	Community Resources Available	1 2 3 4
- 6-	Goal Setting (Multiple Districts and Municipalities)	1 2 3 4
- 7-	Sending/Receiving Relationship	1 2 3 4
- 8-	Program (Subject Matter) Articulation	1 2 3 4
- 9-	Bilingual Requirements	1 2 3 4
-10-	Special Education Requirements	1 2 3 4
-11-	Minimum Pupil - Proficiency Levels	1 2 3 4
-12-	Data/Information Management	1 2 3 4
-13-	Terminology and Definitions	1 2 3 4
-14-	Financial Limitations	1 2 3 4
-15-	Approval Process	1 2 3 4
-16-	Other _____	1 2 3 4
-17-	Other _____	1 2 3 4

LEGEND:

(1) Elementary District
(2) K-12 District
(3) Vocational/Technical District
(4) Regional District

Questions that a board member should ask.

- As the district is planning for **setting district and school goals,** the board could ask:

  1. How is the term "goal" being defined?
  2. Who will be involved in setting district and school goals?
  3. How will we be involved?
  4. When will the board be presented with tentative goals for study, public review, revision if required, and approval?
  5. Are we in compliance with all state requirements?

- As the district is planning for **setting district and school objectives and standards** the board could ask:

  1. How are the terms "objectives" and "standards" being defined?
  2. Will they be developed for individual students, grade levels, subject areas, etc.?
  3. How will objectives and standards be developed?
  4. Who will be involved?
  5. How are they related to the district and school goals?
  6. How will we pay special attention to establishing minimum pupil proficiency levels?
  7. How will we be able to tell if these objectives and standards are being met?
  8. When will tentative district and school objectives and standards be presented to the board for review, revision if required, and approval.
  9. Are we in compliance with all state requirements?

- As the district is planning for **identifying and assessing needs,** the board could ask:

  1. How is the term "need" being defined?
  2. How will our needs be identified?
  3. Who will be involved?
  4. Will the assessment tell us if our district and school objectives and standards are being met?
  5. Will the assessment tell us our progress toward district and school goals?
  6. What will we do when we identify a need?
  7. Are we in compliance with all state requirements?

- As the district is planning for **developing educational programs,** the board could ask:

  1. How is the term "educational program (curriculum)" being defined?
  2. How will the educational program be developed?
  3. Who will be involved?
  4. How will the educational program achieve district and school goals, objectives and standards?
  5. How will we know this has occurred?
  6. How are our identified needs being addressed?
  7. Will alternative programs be considered?
  8. Are these programs efficient ways of meeting our needs?
  9. Are we in compliance with all state requirements?

- As the district is planning for **evaluating programs and progress,** the board could ask:

  1. How is the term "evaluation" being defined?
  2. How will we know if what was supposed to be done is what has been done?
  3. How will we know what district and school goals, objectives and standards we are satisfactorily achieving and which ones we are not satisfactorily achieving?
  4. How will we identify both strengths and needs?
  5. How will we know what to do to remedy needs?
  6. What will be done with the results of the evaluations?
  7. Are we in compliance with all state requirements?

Adapted from: NJSBA Annual Orientation Conference for School Board Members – Glenn H. Tecker